DOCUMENT RESUME

ED 405 978 PS 025 162

TITLE	Continuity for Young Children: Positive Transitions to Elementary School.
INSTITUTION	California State Dept. of Education, Sacramento.
REPORT NO	ISBN-0-8011-1285-0
PUB DATE	97
NOTE	43p.
AVAILABLE FROM	Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; phone: 916-445-1260; fax: 916-323-0823 ($7.50, plus shipping and handling).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Developmental Continuity; *Early Childhood Education; Emergent Literacy; Kindergarten; Preschool Education; Program Descriptions; *School Readiness; *Transitional Programs
IDENTIFIERS	California; Project Head Start

ABSTRACT

Recognizing that children who experience continuity as they enter formal education are more likely to sustain their earlier gains than children who do not experience continuity, this document provides guidelines for preschool, Head Start, and elementary teachers and administrators on transition procedures. An executive summary begins the document. Part 1, "The Importance of Successful Transitions," lists questions that new kindergartners and their parents, Head Start or preschool teachers, and kindergarten teachers might have about transition; defines transition; examines the role of transition in current educational programs; and discusses the benefits of positive transitions for children, parents, and teachers. Part 2, "Planning Successful Transition Programs and Activities," discusses the components of successful transition programs, examines potential barriers, and considers the effects of positive transitions on early literacy. Part 3, "Examples of Successful Transition Activities and Planned Programs," lists child, parent, teacher, and community activities that support positive transitions and describes 22 California transition programs. Part 4, "Research and Resources," provides an annotated bibliography of 45 research reports and publications. Two appendices list books for preschoolers about starting school and provide suggestions for parents whose children are entering kindergarten. (KDFB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 978

Continuity for Young Children

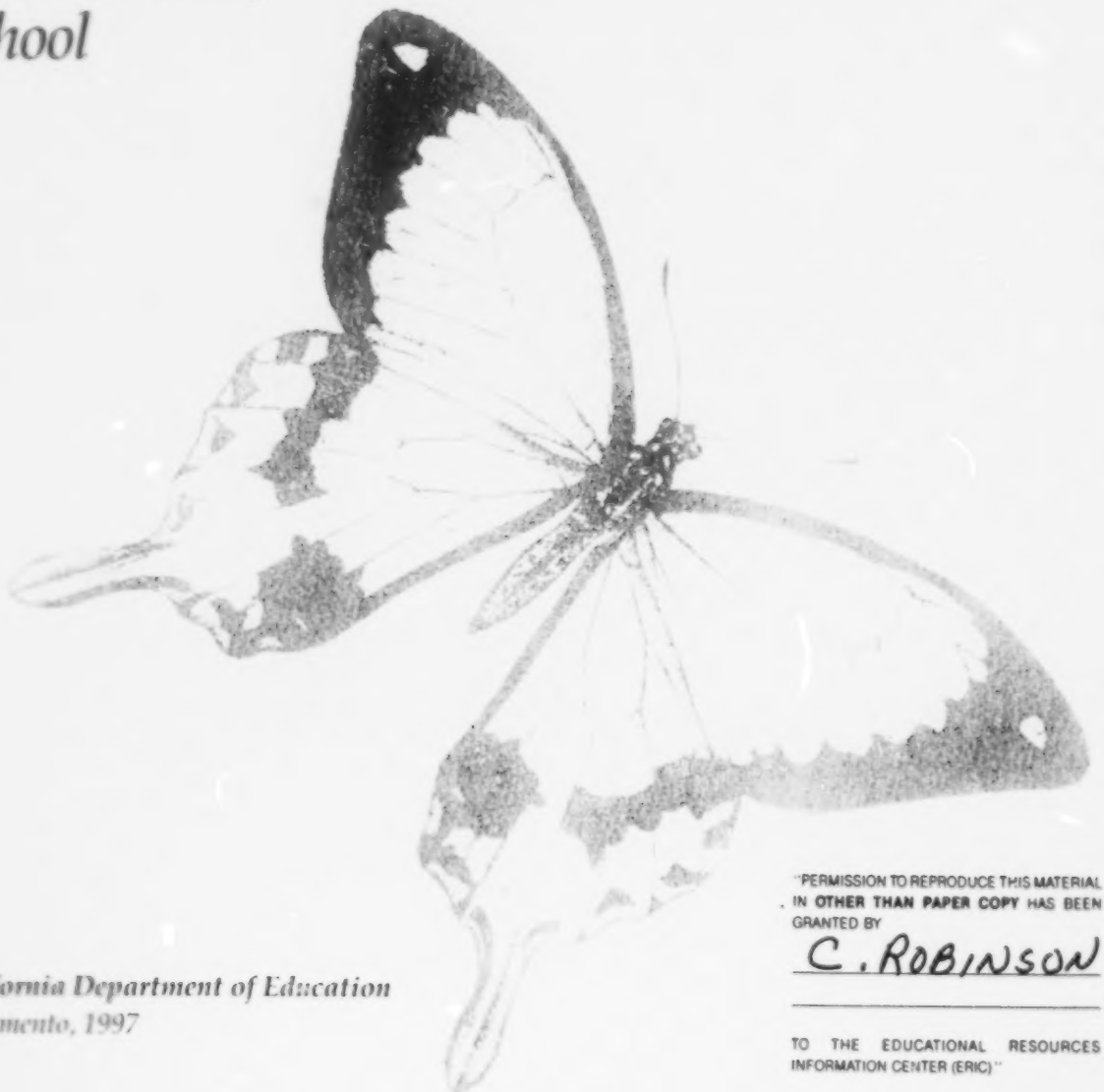
Positive Transitions to Elementary School

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



PS 025162

California Department of Education
Sacramento, 1997

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
C. ROBINSON
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

Continuity for Young Children

Positive Transitions to Elementary School

California Department of Education
Elementary Teaching and Learning Division
and Child Development Division

Publishing Information

Continuity for Young Children: Positive Transitions to Elementary School was developed by the Elementary Teaching and Learning Division and the Child Development Division, California Department of Education, and was published by the Department, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

ISBN 0-8011-1285-0

Ordering Information

Copies of this publication are available for $7.50 each, plus shipping and handling charges. California residents are charged sales tax. Orders may be sent to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; FAX (916) 323-0823. See page 36 for complete information on payment, including credit card purchases, and an order blank. Prices on all publications are subject to change.

A partial list of related educational resources available from the Department appears on pages 35–36. In addition, an illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Unit at (916) 445-1260. .

Please pass on information you find in *Continuity for Young Children: Positive Transitions to Elementary School* to your colleagues and other interested individuals. Because the contents are not copyrighted, you may reprint the entire document or parts of it without permission from the California Department of Education. We ask, however, that the document be cited as follows: *Continuity for Young Children: Positive Transitions to Elementary School*. Sacramento: California Department of Education, 1997.

Contents

Page

Acknowledgments iv

Executive Summary v

The Importance of Successful Transitions 1

Planning Successful Transition Programs and Activities 7

Examples of Successful Transition Activities and Planned Programs 13

Research and Resources 21

Appendixes

I. Books for Preschoolers About Starting School 28

II. Preparing Children for Kindergarten: Suggestions for Parents 30

Acknowledgments

The authors of this document are indebted to Tynette Hills and Kathryn Glicksman for their 1981 document, *Easing the Child's Transition Between Home, Child Care Center, and School: A Guide for Early Childhood Educators*, published by the New Jersey Department of Education. Many thanks are also due John Love of Mathematica Policy Research, who has been a leading researcher in the area of transitions, and to Harriet Eggertson for her work with other knowledgeable consultants in the National Association of Early Childhood Specialists in State Departments of Education, an organization that provides information for policy makers about transition, appropriate curricula and assessment, and other early childhood issues.

The California Department of Education gratefully acknowledges the efforts of the members of the Early Education Coordinating Committee of the California Alliance for Elementary Education. Committee members read research, contributed ideas about innovative practices, wrote initial drafts of the document, and presented information to numerous organizations and groups about transitions for young children. Committee members, field educators, and Department advisers and their affiliations during committee work include:

Virginia Benson, Project Co-coordinator, Child Development Division, California Department of Education

Barbara Baseggio, Elementary Teaching and Learning Division, California Department of Education

Don Bolce, Head Start Transition Project, Santa Clara County Office of Education

Phyllis Brady, Santa Barbara County Office of Education

Yolanda Garcia, Child Development Office, Santa Clara County Office of Education

Maritza Giberga, Migrant Education Office, California Department of Education

Ada J. Hand, Project Co-coordinator and Principal Author, Elementary Teaching and Learning Division, California Department of Education

Jill Harper, Child Development Program, Placer County Office of Education

Adrienne Herrell, Early Childhood Coordinator, California State University, Fresno

Ann Hiner, Child Care Services, Placer County Office of Education

Dan Holt, Bilingual/Bicultural Education, California Department of Education

Jane Holzmann, American Indian Education, California Department of Education

Larry Mitchell, Sonoma County Office of Education

Charlene Morita, Child Development Division, San Juan Unified School District

Shari Scott, Butte County Office of Education

Michael Silver, Child Development Division, California Department of Education

Mary Smithberger, Child Development Division, California Department of Education

Rosie Thomas, Special Education Division, California Department of Education

Susan Thompson, Child, Youth, and Family Services Branch, California Department of Education

Gary Thornton, Poplar Elementary School, Thermalito Union School District

Judith Wagner, Broadoaks Demonstration School, Whittier College

Sallie Wilson, Compensatory Education Office, California Department of Education

Many thanks to numerous individuals across the state of California who offered perspective, comments, examples, corrections, and encouragement. All share the belief that children and their families need continuity in their educational endeavors to realize the highest levels of achievement.

Executive Summary

Continuity for Young Children: Positive Transitions to Elementary School

California Department of Education
Elementary Teaching and Learning Division
and the Child Development Division

This executive summary is addressed to teacher-leaders and administrators of elementary schools and districts, Head Start programs, preschools and child development centers, and organizations serving parents and young children.

Continuity for Young Children: Positive Transitions to Elementary School has been sent to each California public elementary school and district office as well as to each state-funded child development program and Head Start grantee. Please pass on information you find in *Continuity for Young Children: Positive Transitions to Elementary School* to teachers and administrators of programs for children ages four through six and to other interested individuals. Because the contents are not copyrighted, you may reprint the entire document or parts of it without permission from the California Department of Education. (We ask, however, that the document be cited as follows: *Continuity for Young Children: Positive Transitions to Elementary School*, Sacramento: California Department of Education, 1996.)

Research conducted in the last ten years shows that children, especially those at risk, who experience continuity as they enter the formal world of school are more likely to sustain their earlier gains than those who do not. Early childhood educators have long believed that children should not have to experience anxiety when starting elementary school. By working together, elementary teachers, Head Start and preschool teachers, and parents can make starting school a positive experience for all. The events and activities for children and their families that are initiated by educators to bridge the gap between preschool or home and kindergarten, as well as the grades beyond kindergarten, are collectively referred to as *transitions*.

Continuity for Young Children: Positive Transitions to Elementary School responds to the following questions:

- What is transition?
- Why is it necessary for children to experience positive transitions?
- What has research revealed about the effects of transition?
- How do positive transitions enhance early literacy?
- What are examples of good transition programs and activities?
- How can parents best help their children begin school?

Children who make successful adjustments to new school situations benefit in many ways: They are more highly motivated, show greater trust in other new experiences, and have better relationships with peers and adults. Parents whose children make easy transitions gain confidence in their children's ability to succeed in new settings, communicate more effectively with educational staff, and thus acquire a greater appreciation of child development and elementary school staffs. Teachers who cooperate with others to ease children's transitions know the children more completely, establish good rapport with parents, and expand their professionalism as they interact with other early childhood

educators. Therefore, paying attention to positive transitions has meaningful results for children, parents, and teachers that last far beyond the first few weeks of school. By providing continuity, educators may enhance the relationship that the child and family will have for years with the educational community.

The following four conditions are necessary for successful transitions:

- *Appropriate practice.* Although preschool and kindergarten children, as a group, approach learning situations in similar ways, a center or classroom will include children with a wide range of developmental levels. Appropriate practice calls for offering a full range of rich curricula and experiences to all children, in modes and levels that take into consideration the developmental levels of each child. Teachers who incorporate appropriate practice challenge and guide each student through successive levels of development rather than waiting for the child to demonstrate "readiness" for the next stage. Children whose teachers use appropriate practice in both preschool and kindergarten are more likely to be engaged in a common set of experiences that enable them to experience success and to develop confidence for accomplishing tasks in the future.
- *Effective communication.* All adults responsible for the care and education of children should be familiar with each other's services, activities, and programs. Early childhood teachers, with administrators' support, communicate and collaborate with each other to share program information and plan effective transition activities. Neither the preschool nor the elementary school can accomplish effective transitions on its own.
- *Preparation of children for transition.* Preschool educators do not get children ready by focusing on the next year's prescribed academic skills or by dwelling on school rules and procedures. Instead, they provide curricula and activities which help all children know what to expect; they build on previous learning; and they make opportunities to meet the next teacher and see the new setting.
- *Involvement of parents.* Studies show that parents participate more actively in their children's preschool programs than they do at any other time in their children's education. When parents are treated as full partners in their children's transitions and are able to participate in planning, volunteer in classrooms or at home, and communicate openly and freely with teachers, children's transitions will be positive. Early primary teachers who encourage, respect, and get to know families will contribute to parents' continuing involvement in their children's education. This involvement will help foster their children's increasing achievement as they progress through school.

It is important to realize that there is no single way to implement transition activities that are appropriate for all schools and agencies. Some aspects of the four elements may be started with ease, but other activities may need careful planning and collaboration among multiple agencies. *Continuity for Young Children* provides many examples of transition activities and programs as well as information

on how transitions may be improved through collaboration on early literacy activities. There are two appendixes to the document. One provides a list of books about starting school that could be read to preschoolers, and the second suggests ways for parents to prepare children for kindergarten.

Several state and national initiatives recognize the importance of transitions. Among them are the report of the California Reading Task Force, *Every Child a Reader*; the California reading program advisory, *Teaching Reading*; GOALS 2000; the Improving America's Schools Act; and the reauthorization of Head Start. (See "Resources" for information on ordering the two California publications.)

In the spring of 1995, the California Department of Education, Child Development Division, provided funds for each of the ten county office of education regions to develop early primary transition resources that are appropriate to the unique characteristics of their regions. These Early Primary Education Transition Projects have greatly added to the collection of resources regarding positive transitions. To find out more about the resources and activities in each region, please contact the folowing individuals. General questions may be addressed to the Child Development Division, (916) 322-6233, or the Elementary Networks Office, (916) 657-2926.

Regional Coordinator/County Office of Education Contact Person/Telephone

1. Cindy Johnson/Mendocino
   Debbie Rogers/(707) 463-4897
2. Don Baker/Lassen
   Kathy Thompson/(916) 225-0221
3. Alice Furry/Sacramento
   Darby Williams/(916) 228-2664
4. Jean Holbrook/San Mateo
   Karen Morelli/(510) 670-4590
5. Nancy Giberson/Santa Cruz
   Marcia Meyer/(408) 476-0178
6. Roger Reimer/San Joaquin
   Louise Johnston/(209) 468-9031
7. Gordon Stallings/Merced
   Donald Russell/(209) 584-1441 ext. 2921
8. John Lindsay/Kern
   Carol Fox/(310) 922-6356
9. Bill Fisher/Imperial
   Julie Hemenez/(619) 292-3593
10. Connie Vincent/Inyo
    Jan Peterson/(909) 369-6368

The Importance of Successful Transitions

BEST COPY AVAILABLE

Transitions Affect Everyone

A child's transition from preschool or home to elementary school marks an important step that involves not only the child but also the child's parents, preschool teacher, and kindergarten teacher. Each plays a different role in the transition and, therefore, has different questions about the experience.

*The new **kindergartner** wants to know:*

- Will my teacher like me?
- Who will be my friend?
- Will everyone be like me?
- Where will I hang my jacket?
- How will I know where the bathroom is?

*A **parent** of a new kindergartner asks:*

- Is my child ready for school?
- Will the teacher like my child?
- Will my child be safe and nurtured?
- Am I a good parent?
- Will there be other children in class like my child?
- Will my child be successful in school?
- What will my child be expected to learn?

*The questions asked by a **Head Start or preschool teacher** might be:*

- Does our program meet children's needs and prepare them for kindergarten?
- How can I offer comments and advice about my students to their kindergarten teachers?
- Will kindergarten continue my developmentally appropriate practices?
- Will the parents I worked with so closely feel part of the new school?
- How can I know what the kindergarten teacher expects?

*Finally, the **kindergarten teacher** wonders:*

- Are the children ready to learn?
- Will the parents and children understand and value what I am trying to do?
- Am I ready for the children I will have this year?
- What preschool and home experiences have the children had that will help them learn?
- Will my students be ready for first grade next year?
- Am I clear about what my students should be learning?

Some changes are hard on people of any age, but children from birth through adolescence are particularly sensitive to change. For some children and their parents, starting school is a frightening experience. As the commonly voiced questions of children, parents, and teachers show (see page 2), moving from a known, comfortable environment to one that is different and unfamiliar is challenging. But starting school may also be an exciting experience, a sign that a child is growing up. Each child who leaves the home setting for some kind of institutional education and care will make certain adjustments that allow her to function successfully each day.

In our society increasing numbers of children are cared for by people other than their parents, often outside the home, before they start elementary school. This care may be provided by a Head Start program, a preschool, a day care home, a migrant education center, a parent cooperative, or a relative or friend.* These settings provide critical early learning experiences on which elementary school programs can be built.

Transition refers to the events and activities undertaken by children and their families, often initiated by educators, to bridge the gap between preschool or home and kindergarten and the grades beyond. A positive transition from preschool or home through the elementary programs is an important factor in each child's success. Learning and growth are continuous processes. Although preschool or in-home care environments may be different in philosophy and practice from those of public schools, it is important that elementary teachers build on children's prior experiences.

Our first national education goal— "By the year 2000, all children will start school ready to learn"—emphasizes the role that early experiences play in preparing children for successful schooling. Quality preschool programs build on the growth which takes place in a child's earliest years, just as exemplary early elementary programs build on the learning and development that have taken place in the home and through earlier educational experiences. Upper-elementary programs build on both earlier educational experiences and nonschool experiences and recognize that children have a wide range of abilities and accomplishments. Because the family's influence is fundamental in children's early years, it is critical to link the subsequent steps in a child's education to earlier experiences and to involve parents in these linking activities.

The California Reading Task Force also acknowledged the necessity for preschool and elementary school programs and educators to be more strongly linked. The task force's report, *Every Child a Reader*, recommends that preschool and elementary staff plan and coordinate activities to ensure effective transitions into school. Professional dialogue on a topic of mutual concern, such as early literacy, fosters communication and improves the likelihood of continuity.

The Improving America's Schools Act also recognizes the importance of providing continuity for children. Title I, Part A, Section 1114, requires Schoolwide Projects to plan children's transitions from early childhood programs, such as Head Start, state-funded child development programs, and Even Start, to local elementary school programs. Section

*In this document the term *preschool* refers to any group setting outside the home provided for children before they start their formal education in kindergarten.

1115 requires Targeted Assistance programs to assist preschool children in their transitions to elementary school.

The 1994 Head Start reauthorization extends and evaluates projects originally funded under the Head Start Transition Project Act of 1990 that provide technical assistance on policies and activities relating to the transition of children from Head Start programs to public schools. The reauthorization also requires each Head Start agency to work with local educational agencies to develop and implement a systematic procedure for transferring children's records; to establish communication channels that facilitate coordination; to meet with parents to discuss the needs of the children; and to organize and participate in joint transition-related training. The reauthorization further requires Head Start agencies to provide training that empowers parents to take an active role in their child's elementary education. Head Start and local educational agencies are also encouraged to collaborate on the shared use of transportation and facilities and to exchange information on the provision of noneducational services (see "Resources" section under Stief).

The California *Education Code* mentions transitions in several places. Section 56444 requires that, prior to the transition of a child with exceptional needs from a preschool to kindergarten or first grade, an appropriate assessment of that child be conducted. In addition, Section 48000a establishes the authority for admitting to prekindergarten summer school those children who are eligible to start kindergarten in September (or July, in year-round schools). This experience is increasingly used by school districts to ensure positive transitions, especially for children at risk of academic failure. Section 8970, added to the California *Education Code* in 1992, authorizes a local school board or county office of education to establish an early primary program which includes support of transition activities.

Benefits for Children, Parents, and Teachers

Traditionally, efforts to plan for positive transitions have been concerned with preparing teachers and children for the likely differences in philosophy, teaching style, and classroom structure between preschools and kindergartens. However, the focus has recently changed from bridging the gap between different kinds of programs to providing continuity in the key elements that characterize all good early childhood programs: developmentally appropriate practice, parent and student involvement, supportive services, and communication efforts.

Positive transitions for children. Research on young children's adjustment to new school situations shows that children who are able to make smooth transitions share some important abilities (see "Resources" under Hubbell and others; and Love and others). They are able to:

- Interact with peers in a positive and cooperative manner.
- Engage in make-believe involving cooperative roles.
- Enter into other children's play.
- Speak to peers directly.
- Focus their attention on others in group situations.
- Respond to the initiations of others.

Children develop these characteristics when they are given opportunities to play and to interact in group situations in a preschool program. Thus, the preschool experience and environment can prepare children for success in kindergarten and the primary grades, but the elementary school must build on these earlier experiences by providing continuity in approach. It is especially important to ensure continuity for at-risk students. They are less likely to have attended a preschool and, thus, less likely to have assessment records to assist the kindergarten teacher. Studies also show that, in high-poverty schools, transition activities that involve parents are less common, so new strategies to reach low-income parents may be necessary.

Children who experience continuity with earlier educational experiences will show an increase in motivation and trust for new experiences as well as improved relationships with peers and adults.

Positive transitions for parents. Parents play a critical role in children's adjustment to new school situations. Parents whose children make smooth transitions tend to expect success for their children, provide support and encouragement, recognize the children's ability to complete tasks, and initiate opportunities for their children to interact with familiar and unfamiliar peers in large-group, community settings.

Parents whose children are successful in their transition to school gain confidence in their children's ability to succeed in new settings, learn to communicate effectively with educational staff, and acquire a greater knowledge and appreciation of the early childhood staff. Obviously the kindergarten teacher benefits—as does the whole school—when parents feel they are part of the school. Parents' participation in positive transitions establishes this partnership.

Positive transitions for teachers. Teachers who prepare children to make smooth transitions provide developmentally appropriate activities for the children and encourage continuous communication with the parents. In addition, they help parents and teachers of children of other ages to understand which skills are critical for young children's success. They may be among the first to notice the personal, medical, or social needs of a child or a family. A child's optimum growth and development depends on the linkages between the child and his family, teachers, and community organizations (e.g., religious organizations, medical personnel, and social services). It is the responsibility of the adult community, working together, to provide these linkages.

Those teachers who cooperate with others to ease children's transitions know the children more completely, are better able to meet each child's needs, establish good rapport with parents, and experience a renewed sense of professionalism as they reach out to young children and their families.

Planning Successful Transition Programs and Activities

BEST COPY AVAILABLE

Before attempting to plan a transition program, educators should be aware that certain actions are necessary to ensure successful transitions. For example, the plan should:

1. *Provide appropriate practice.* Although preschool and kindergarten children, as a group, approach learning situations in similar ways, a center or classroom will include children with a wide range of developmental levels. Appropriate practice calls for offering a full range of rich curricula and experiences to all children, in modes and levels that take into consideration the developmental levels of each child. Teachers who incorporate appropriate practice challenge and guide each student through successive levels of development rather than waiting for the child to demonstrate "readiness" for the next stage . Children whose teachers use appropriate practice in both preschool and kindergarten are more likely to be engaged in a common set of experiences that enable them to experience success and to develop confidence for accomplishing tasks in the future. These experiences should:
   - Respond to their natural curiosity.
   - Affirm their sense of self as they attempt to be competent learners.
   - Help build increasingly complex skills in language use, problem solving, and cooperation.
   - Promote positive dispositions to learning.
   - Encourage active exploration of their environment and materials.
   - Build on earlier experiences to help them make sense of their world.
   - Encourage interactions with adults and other children.

   When preschool and kindergarten teachers who are knowledgeable about children's developmental stages use similar strategies, children adjust more easily to school. Research by Burts and colleagues (see "Resources" section) found that the behavior of children in developmentally inappropriate classrooms revealed more stress than did that of children in developmentally appropriate classrooms. The National Association for the Education of Young Children disseminates a number of publications and videos which describe developmentally appropriate practices. In addition, the California Department of Education publication *Here They Come: Ready or Not!* and subsequent program advisories offer valuable, detailed information for preschool and early elementary teachers about developmentally appropriate practice.
2. *Maintain communication.* Early childhood teachers, with administrators' support, communicate and collaborate by reaching consensus on readiness expectations, sharing program information, and planning effective transition activities. To accomplish this cooperation, preschool and early elementary teachers create opportunities to interact. It is critical to have an effective leader to link the staffs of the preschool and elementary school, which are sometimes physically separate programs.
3. *Prepare children for transition.* Preschool educators do not get children ready by focusing on the next year's prescribed

academic skills or by dwelling on school rules and procedures. Instead, they provide curricula and activities which help all children know what to expect; they build on previous learning; and they make opportunities to meet the next teacher and see the new setting. (It is not absolutely necessary that a preschool child meet his or her actual future teacher, although this is certainly desirable.)

4. *Involve parents in the transitions.* Studies show that more parents are active participants in their children's preschool programs than in other levels of their children's education. Early primary teachers who encourage, respect, and get to know families will benefit from parents' continued involvement in school. At the same time, this involvement helps foster children's achievement as they progress through school. Families will assist their children if they themselves feel a welcome part of the new program.

Although there are certainly different approaches, there are also common features among well-planned transition programs. In a "perfect scenario," the following would be true:

1. Children like school and look forward to going to school.
2. Parents are actively involved in their children's education—at home, at school, and in the community.
3. Teachers and families value one another.
4. Elementary school and preschool staff invite colleagues from other grades to attend their professional development offerings.
5. Children build on previous knowledge and show steady growth in academic, social, emotional, and physical development.
6. Administrators and teachers across grade levels and programs are flexible, finding ways to share resources, facilities, responsibilities, and staff development.
7. Staff from preschool and elementary schools visit each other's sites.
8. The program quality review process identified in the program quality review involves educators from the preschool and the elementary school.
9. The preschool is located close to or on the elementary school campus for ease of collaboration.
10. Staff discuss and mutually formulate standards for early primary children.
11. Developmentally appropriate practices are evident in preschool centers and classrooms.
12. Staff share common assessment tools and practices, and they transfer examples of students' work and evaluation materials to the next year's teacher.
13. The community shows consistent investment in the education of children and strives to increase the learning opportunities available.

For a fuller discussion of many of these points, see Ramey and Ramey, *The Transition to School* (listed in "Resources" section).

Potential Barriers

To be successful, planners must anticipate potential barriers and develop strategies to overcome them. These challenges may result from (1) differences in philosophy and attitude; (2) a tradition of separateness; and (3) a lack of communication and inclusion. (For examples of ways some agencies and programs have addressed these potential problems, see the next section, "Examples of Successful Transition Activities and Planned Programs.")

Differences in philosophical views, attitudes, and training of staff in preschool and early primary programs. Some of these differences may be exemplified by:

- The belief that children have little difficulty in moving from home/preschool to kindergarten
- Disparities in training and credentialing requirements, salaries, and licensing regulations between preschool and elementary school staff
- Differences in educational expectations
- Differing views of quality indicators
- Differing beliefs about the learning experiences offered by preschool, day care homes, or the child's own home

Overcoming these challenges requires a shared dialogue and vision among preschool and elementary educators and parents to provide continuity of philosophy, pedagogy, and structure. Developing a common philosophy requires sustained professional relationships that reduce or eliminate educational differences among all those who work with young children.

Tradition of separateness that is reinforced by different programs, policies, and funding sources. The following situations exacerbate the separateness of entities serving young children, resulting in a difficulty to establish and maintain communication:

- The large number of teachers in preschools, day care homes, and kindergarten may make interaction complex.
- Preschools and kindergartens are not at the same location.
- The differences in resources (space, staff, funding) may make planning common activities difficult.
- Different systems for accountability, quality improvement, and monitoring of funds may make sharing goals and activities difficult.

Overcoming these barriers involves establishing a network or consortium to discuss shared concerns, to share training, to visit exemplary programs, and to discuss ways that effective strategies can be adapted to funding and time constraints. Although separate programs may not be under the control of one agency, to provide effective transitions, early childhood educators must find common ground.

Lack of communication and inclusion among players (i.e., families, schools, preschools, community agencies, and businesses). The goals of organizations serving young children may differ, and it may be difficult to bring together the necessary individuals to plan for transitions.

Overcoming these barriers requires creating opportunities for dialogue among all those who hold a stake in the education of

young children. Leadership must provide a way for groups and individuals to get to know each other, share information about various programs, and increase cooperation.

The Effects of Positive Transitions on Early Literacy

The report of the California Reading Task Force, *Every Child a Reader*, and the subsequent reading advisory, *Teaching Reading*, recommends strong collaboration between preschool and K–12 educators to effect reading reform (Recommendation 6). It also recommends planning and coordination at the state and local levels to ensure effective transitions into kindergarten. Although positive transitions may not *directly* result in reading success for each child, the task force members recognize their potential to enhance early literacy development.

When preschool staff provide a developmentally appropriate literacy curriculum and elementary school staff build on previous literacy experiences, children become more successful readers. Research indicates that children who become successful readers tend to share many of the following characteristics, all of which have implications for early childhood programs:

1. They have had 1,000 or more hours of literacy experiences prior to starting school, including demonstrations, shared storybook reading, literacy play, alphabet games and songs, phonemic awareness activities, and explorations of letters and print. (Patricia M. Cunningham and Richard L. Allington, *Classrooms That Work*. New York: HarperCollins College Publisher, 1994, p. 22)
2. They love reading and books and see the purpose of reading. (Marilyn J. Adams, *Beginning to Read: Thinking and Learning About Print*. Cambridge: Massachusetts Institute of Technology, 1990, pp. 60–61)
3. They have participated in phonemic awareness activities. (H. K. Yopp, "Developing Phonemic Awareness in Young Children," *The Reading Teacher*, May, 1992; J. K. Torgesen and Brian R. Bryant, *Phonological Awareness Training for Reading*. Austin, Tex.: PRO-ED, 1994; C. Juel, "Learning to Read and Write: A Longitudinal Study of Fifty-Four Children from First Through Fourth Grade," *Journal of Educational Psychology*, Vol. 80 (1988), pp. 437–447)
4. They have been included in conversations and treated as competent language partners. (Judith A. Schickedanz, *More Than the ABCs—The Early Stages of Reading and Writing*. Washington, D.C.: National Association for the Education of Young Children, 1988, p. 3)
5. In play activities, they have used symbols to represent objects (e.g., a block for a telephone), taken the perspective of others, used increasingly efficient mental strategies to remember information and solve problems, and predicted and developed story plays for themselves and their peers to "act out." All of these kinds of activities enhance children's capabilities to understand the use of symbols in reading. (J. V. Hoorn, P. M. Nourot, and B. Scales, *Play at the Center of the Curriculum*. New York: Macmillan, pp. 20–25, 133–147, 193–216, and 220–225)
6. They have experienced a print-rich environment in which they were led to notice print at the grocery store or

laundromat, on business logos, and so forth. (Green Brock, "The Influences of Social Context on Kindergarten Journal Writing," *Journal of Research in Childhood Education*, Vol. 7, No. 1 (1992), pp. 5–19)

7. Through books, pictures, and stories they have been exposed to the characteristics of print, including directionality, purpose, mechanics, and book handling. (M. Clay, *The Early Detection of Reading Difficulties* (Third edition). Portsmouth, N.H.: Heinemann, 1985)
8. Their early experiences with literacy emanate from real-life contexts that are meaningful and interesting to them; for example, following a recipe to make cookies, selecting a birthday card for grandmother, reading a story with father. (*Laying the Foundation for School Success—Recommendations for Improving Early Learning Programs*. Baltimore: Maryland State Department of Education (Commission on the Early Years), 1992, p. 43)
9. Children who are successful readers have been read to by adults who expanded on the children's text-related comments; that is, the children have related the text to their own experiences, they have used the text to enhance their thinking, and they have asked progressively more challenging questions about text content. (*Bridges to Literacy*. Edited by D. K. Dickinson. Cambridge, Mass.: Blackwell, 1994)
10. Their parents and kindergarten teachers share a common understanding of the attributes and attitudes children need as they enter school. (Jerry West, Elvie Germino Hausken, and Mary Collins, *Readiness for Kindergarten: Parent and Teacher Beliefs*. Washington, D.C.: USDOE/Office of Educational Research and Improvement, 1993)
11. In the prephonic stage, they have experimented with writing by using a variety of materials in a meaningful context. Their early attempts at writing include drawing, copying, and invented spelling. (Judith A. Schickedanz, *More Than the ABCs*, pp. 94–95)
12. They have watched educational television programs such as *Sesame Street* or *Mr. Rogers' Neighborhood* instead of adult programs and entertainment cartoons. ("Study Finds Educational TV Lends Preschoolers Even Greater Advantages." *New York Times*, May 31, 1995. Excerpts of a study by the Center for Research on the Influences of Television on Children, University of Kansas)
13. Their parents are actively involved in their learning and show an interest in their progress. (D. R. Entwisle, "The Child's Social Environment and Learning to Read," *Reading Research: Advances in Theory and Practice* (Vol 1). New York: Academic Press, 1979; and C. E. Snow, "Literacy and Language: Relationships During the Preschool Years," *Harvard Educational Review*, Vol. 53, No. 2, pp. 165–189)
14. They are physically healthy, rested, and well nourished; able to communicate needs, wants, and thoughts orally; and enthusiastic and curious in approaching new activities. (*A Public School Survey on Kindergarten Readiness*. Washington, D.C.: National Center for Education Statistics, USDOE/Office of Educational Research and Improvement, 1993; order no. NCES 93-410)

Examples of Successful Transition Activities and Planned Programs

BEST COPY AVAILABLE

Examples of Activities That Support Positive Transitions

*Some of the **child's** activities:*

- I met my teacher at a back-to-school picnic before the first day of school.
- My preschool teacher is taking us to visit a kindergarten.
- A kindergartner visited our preschool and told us about her class. They have big blocks too.
- I got a letter today from both my preschool teacher and my new teacher.

*Some of the **parent's** activities:*

- I attend preschool and kindergarten open-house meetings.
- I visited kindergarten a year early to see what to expect at the beginning of the school year.
- I read stories and books daily with my child.
- I received a welcome packet in my own language from the school.
- The teacher told me about child care offered at the school.
- The PTA has a coffee hour to welcome parents and staff the first morning of school.
- I share information with my child's teacher about how my son learns.

*Some of the **preschool and kindergarten teachers'** ongoing activities:*

- We take photographs of each child at the beginning and end of the year, as well as during important class events, to share children's milestones with parents.
- We share information about our programs and visit each other's classrooms.
- We have joint professional development on early childhood issues.
- We both inform parents about how children learn and about our expectations.
- We work together on policy advisory committees.
- We each offer classroom materials that reflect and respect our students' home cultures.
- We plan ongoing curricula and activities that help children know what to expect and that build on previous learnings.
- We share end-of-the-year assessment and evaluation information.
- We share instructional materials. The preschool uses them at the end of the school year, and the kindergarten uses them at the beginning of the next school year.

*Some of the **community-sponsored** transition activities:*

- Grandparents and other community members read to preschool and elementary students in their home language.
- Volunteer health professionals provide a medical checkup and referral for students before they start kindergarten.
- Preschool and kindergarten students take field trips together.
- A college student translates for families in the local school.

The following California programs and practices have provided young children and their families positive transitions from home or preschool into elementary school. The list is geographically organized.

Southern California

1. **South Bay Union Elementary School District's VIP (Very Important Preschoolers) Village.** In this program, transition from preschool to kindergarten involves much more than a visit to a new classroom in a new school. As soon as a child enters the preschool program at the VIP Village, the transition process becomes a family affair. The program comprises articulated curriculum and assessment; parent education; volunteer training; participation on district committees and in district special events; parent newsletters; cross-age tutors; and visits by kindergarten teachers to the VIP site, or by staff, parents, and students to kindergarten classrooms. A preschool summer school is funded through Title I to give at-risk children an extra boost. Contact Katy Roberson, (619) 575-5980.
2. **Early Equity in Science and Mathematics Project.** This teacher-enhancement program is funded by the National Science Foundation and sponsored by the Santa Barbara County Office of Education. This program brings together teachers and administrators of preschool to grade two and special education teachers of preschool to grade five. It is designed to improve science and mathematics education, especially for the student populations traditionally underserved and potentially underrepresented, and at the age levels traditionally undersupported. For further information, contact Phyllis Brady, (805) 682-4646.
3. **Lemon Grove Elementary School District.** To promote articulation of services for students, beginning with preschool, the district used a California Department of Education/Child Development Division grant to develop mathematics expectancies for students in preschool through third grade. Developers included parents, teachers, and administrators of Head Start programs, state-funded and private preschools, and elementary schools. A Title I school contracts with adult education to provide a parent-participation preschool on its site for Title I preschoolers, at a cost of approximately $12,000 per year. Another Title I site hosts infant, toddler, and parent-participation preschool classes; adult education pays for the teachers, and Title I pays $5,500 per year for the classroom space to house the classes. The district's Even Start grant is the catalyst for much of the collaboration among agencies serving young students. Contact Connie Fish, Assistant Superintendent of Instruction and Personnel, (619) 589-5600.
4. **Irvine Unified School District Transitional Bilingual Education Program.** Begun in 1989 as a Title VII grant written by Feland Meadows, this early-intervention program, designed for three-, four-, and five-year-olds, optimizes bilingual students' future academic success by identifying the devel-

opmental levels, learning styles, and special needs of language-minority children, primarily Hispanic, Farsi, Chinese, Korean, Vietnamese, and Japanese. This academic program is based on the Montessori philosophy and is staffed with bilingual early childhood education teachers. The Transitional Bilingual Education program is located at Irvine Unified School District Auxiliary Education Center. Contact Robin Beacham, coordinator of Montessori International Early Childhood Education, (714) 551-1647.

5. **Los Angeles Unified School District, Division of the Special Education Infant and Preschool Program.** Each spring, staff interview special education and regular preschool providers about individual children's potential to transition well into kindergarten, noting whether ongoing special education support will be needed. Transition teachers work with the classroom kindergarten teachers to help special education preschoolers begin kindergarten. The transition teacher assists the classroom teacher by serving as an information source, providing feedback, modeling instructional strategies, teaching the class so the classroom teacher may work individually with special education students or observe students, and identifying special education resources. The transition teacher may also work directly with special education students. By the second semester of kindergarten, the transition teacher is needed less frequently, so she or he can begin interviewing preschool providers for the next year's efforts. The district's five-year evaluation shows that, when students with moderate speech and language delays are provided interventions (including continuity), 90 percent of the conditions are ameliorated by third grade. Contact Whit Hayslip, program coordinator, (213) 625-4564.
6. **Region IX Migrant Education Program.** Administered by the San Diego County Office of Education, this program is preparing a funding proposal to include Head Start staff and parents (including Migrant Head Start) with kindergarten teachers in a summer academy based on the California Literature Project. Plans call for the Head Start teacher and the kindergarten teacher to collaborate at the academy on planning curriculum that is developmentally appropriate for preschool- and kindergarten-age children. At the conclusion of the academy, Head Start teachers will have a better understanding of kindergarten education, and kindergarten teachers will recognize the significant role that preschool plays in the education of young children. The California Literature Project will serve as the bridge that unites the Head Start and elementary school staffs. Contact Kati Anderson, (714) 632-8063.

Central California

7. **Fresno Unified School District and the Early Education Center at California State University, Fresno.** In 1994 these two entities began a full-inclusion program with typical preschoolers and preschoolers who qualify for a special day class. The special needs students

participate fully in the program offered to all children, with the additional support of an instructional assistant and a special education teacher (who provides direct instruction to the special needs students, facilitates interactions in the classroom, and collaborates with the regular education teachers). Parents of the special needs preschoolers are kept informed through weekly reports by the special education teacher and an annual individualized education plan (IEP) meeting. For more information, including a transitional information report form, call Betsy Hurley, (209) 278-0225.

8. **San Juan Unified School District Child Development Program.** In 1993, the district used Federal Child Care and Development Block Grant funds to support training in developmentally appropriate practices. Teachers and administrators of preschool and elementary programs learned more about early childhood education issues, revised curricula and assessment practices, and planned transition activities from one grade level to the next. Director Charlene Morita stated that "staff knowledge of research, use of appropriate practices, and availability of materials increased and confidence in their ability to inform and educate parents was enhanced." For a project summary, contact Ms. Morita at (916) 971-7375.
9. **City of Davis, Parks and Community Services.** Organized activities bring together teachers and administrators of Head Start sites, public and private child care centers, family child care homes, and elementary schools. Since 1989, they have shared professional development opportunities, visited each other's programs, organized a telephone tree, and generally spoken with a more unified voice about early childhood issues in their community. Contact Donita Stromgren, (916) 757-5691.
10. **Sacramento City Unified School District, Preschool/Kindergarten Transition Project.** In 1994 a task force was organized to improve the effectiveness of educating young children by strengthening the preschool-kindergarten relationship. Teachers and administrators of preschool through primary grades meet once a month to develop and improve communication and collaboration procedures, develop information for the community about children in this age group, and improve support for at-risk students and their families. For further information, contact Frances Oda, (916) 264-4060.
11. **Mission School, San Juan Unified School District.** This school works directly with parents to effect positive transitions. This magnet open-education/parent-participation school requires parents of new kindergartners to attend an orientation meeting and visit classrooms in early spring before their children start kindergarten. The week before school starts, a picnic is held for all school staff and families at a local park. Teachers display posters with names of assigned students, and each teacher has an informal opportunity to meet with students and their families. An orientation for kindergarten students and their parents takes place in the classroom the week before school starts. The purpose of this meeting is to

familiarize students with the classroom setting. The teachers talk about what to expect during the first week of school. Parents receive weekly newsletters about school and classroom activities, and they attend monthly meetings to discuss curriculum and activities. Contact Don Caldeira, principal, (916) 575-2362.

12. **Corning Even Start Project, Tehama County Office of Education.** This program encourages family literacy through educational opportunities for parents and their children. Even Start grants improve relationships between participants (who have not been reached by traditional education programs) and their children's school staff. Even Start grants must provide four components: adult education, parenting education, early childhood education, and activities for both parent and child. The project staff collaborates with many community agencies to provide comprehensive services to families. Three unique features of the Corning program are the intergenerational activities based on the Kenan model, a gymnastics program in which parents and children participate in activities to develop the children's psychomotor skills, and literacy tutoring specially adapted for a rural setting with English learners who are predominantly Spanish speaking. Contact Phil Hopkins, (916) 527-5811, ext. 51.
13. **Blue Oak School Library, Buckeye Union Elementary School District (El Dorado County).** Nearby Head Start children visit the school library once a month to hear a story, do finger plays, and take part in movement activities. While participating in valuable literacy activities, the children are also learning to feel more comfortable in the school setting. Contact Terri Portner, (916) 676-0176.

Northern California

14. **Santa Clara Transition Project.** This is one of 31 projects funded through 1995 by the U.S. Department of Health and Human Services, Administration for Children, Youth, and Families. The Santa Clara County Office of Education Head Start program and the Franklin-McKinley Elementary School District administer the program. The transition project encourages parents' support of their children's education and development and enhances the families' self-sufficiency and well-being with parenting and English-as-a-second-language classes, family literacy, family mathematics, and support groups. The High/Scope Cognitively Oriented Curriculum, developed by the High/Scope Educational Resources Foundation, has been implemented in both Head Start and the transition classes to provide consistent educational experiences for the children. Contact Yolanda Garcia or Don Bolce, Santa Clara County Office of Education, (408) 270-6726.
15. **Far West Laboratory for Educational Research and Development.** The laboratory developed linkages between early childhood and elementary school programs in the Marin City-Sausalito Transition to Schools Project. Individuals from preschools and elementary schools joined the leadership team

(composed of administrators), the teacher group, or the parent group to explore strategies for children's continuity from preschool to elementary school. Activities included joint staff development; discussion and demonstration of developmentally appropriate practices by preschool and primary teachers; observations in each other's classrooms; and formal exchanges of information about incoming kindergartners. Results showed a dramatic increase in parent participation and in parents' reports of more positive feelings toward the elementary school programs. For more information, see the Zimmerman reference in the "Resources" section or contact Joy Zimmerman, (415) 331-5277.

16. **Albany Unified School District.** Using 1993 funds provided by the California Department of Education (Child Development Division), the district strengthened linkages between Head Start, preschool, day care homes, and early primary grades by focusing on emergent literacy. Shared professional development opportunities occurred at evening study group meetings, retreat days, and parent education meetings. Teachers collaborated to design cross-age action research projects about literacy. The contact person is Helen Laird, (510) 481-1222, ext. 155.

17. **Hintil Kuu Ca Child Development Center, Oakland Unified School District.** The center is a magnet school for Native American children, ages three through twelve. A few years ago, the Office of Indian Education and Hintil staff observed that the center's students were academically falling behind their school peers by third grade. Together with the Carl B. Munck Elementary School staff, they worked on ways to help the Native American students keep up with their peers. Volunteering in a kindergarten classroom for one year to learn what was expected of students, Hintil prekindergarten teacher Agnes Tso concluded that the kindergarten classroom was much more structured than the Hintil classroom. Hintil preschool staff began to provide instruction in some structured kindergarten-readiness skills to help children have an easier time during transition. The Office of Indian Education staff developed a tutorial program at the school site and scheduled time for homework at the center after school. The school and the center staff collaborated to choose appropriate teaching materials that are sensitive to the Native American culture and to understand the learning styles of Native American students and their peers. The center bolstered its academic curriculum by integrating cultural stories and traditions into its lessons. Contact Linda Messick, Oakland Unified School District site administrator, or Agnes Tso, (510) 531-9203.

18. **Ukiah Unified School District Early Primary Task Force.** Exploring ways to provide a continuum of educationally sound experiences for children ages three to eight, teachers and administrators developed a list of transition activities, which includes meetings of kindergarten teachers, parents, and children, just before school starts. The task force invites parents to activities through letters to Head Start staff, day care providers,

preschool staff, and parents on school registration lists, as well as through newspaper announcements. To help children feel welcome in a new class, the early primary teachers at year-end send a sample of each child's artwork to his or her next class. On the first day of school, children are greeted with familiar and personal artwork. In 1994 the task force developed a handbook for new kindergarten parents. Kindergarten teachers are also working more closely with each other to develop a consistent philosophy statement, curriculum, and report card. This effort has been communicated to preschool teachers, making their job easier when parents ask, "Is my child ready for kindergarten?" For information, contact Educational Services, Ukiah Unified School District, (707) 463-5213.

Statewide and Regional

19. **Early Interventions for School Success (EISS).** This is a nationally recognized model program to help teachers determine primary children's unique levels of development. The EISS provides educators statewide with the financing, staff development, authentic assessment techniques, curriculum resources, parent programs, and instructional strategies needed to plan and implement appropriate educational experiences for young children in preschool through second grade. The EISS has available a packet of ideas for improving parent participation, a developmental continuum, and handouts for parents. The program is managed by Orange County Superintendent of Schools. Contact Dean Hiser, program director, (714) 966-4145.

20. **California Department of Education, Child Development Division.** In June, 1995, $250,000 in federal block grant funds was disseminated to the state's ten educational service regions for collaboration on improved continuity for young children. A list of the regional coordinators appears in the "Executive Summary." You may also contact the Child Development Division at (916) 322-6233 for information about a region's activities.

21. **California Kindergarten Association.** In its *Exemplary Programs Criteria: A Process Guide for Improvement Through Collaboration*, this group recommends that curriculum be meaningful, integrated, and relevant and that continuity be provided between prekindergarten and the primary programs. Contact the association at (415) 286-0167.

22. The **California Migrant Education Even Start (MEES) project.** This statewide model provides home- and school-based family services to migrant parents and their children. It assists migrant parents in improving their literacy and parenting skills so that they can, in turn, prepare their children to become successful learners. The project also provides early childhood development and kindergarten readiness skills to children (to age seven), as well as tutorial and support educational services to other siblings in the family. In order to meet local needs, the project has formed partnerships with existing programs and agencies, such as adult education, community colleges, community agencies, and school districts. There are 181 Even Start projects throughout the state. For information, contact Adriana Simmons, (916) 443-4330.

Research and Resources

BEST COPY AVAILABLE

Several research projects have examined the effects of positive transitions on young children. The following reports and publications describe the results of the research:

Research Reports

1. *Final Report: The Transition of Head Start Children into Public School*, by R. Hubbell and others, a 1986 report on strategies for effective transitions from Head Start to elementary school, identified the following elements common to programs offering children effective continuity from one program to another:
   - Written transition agreements between Head Start and elementary schools
   - Orderly passage of students' records from one agency to another
   - Transition efforts that take place throughout the year, not just at the end of one program or the beginning of another
   - Mutual visitations

   To order a copy of the report, contact the Department of Health and Human Services, Head Start Bureau, P.O. Box 1182, Washington, DC 20013. Order no. t05-86-8123.

2. Since 1991 the U.S. Department of Education, Office of Elementary and Secondary Education, and the U.S. Department of Health and Human Services, Administration for Children, Youth, and Families (Head Start) have been working together to study and encourage better transitions for young children. The Transition Project, created by Congress as part of Head Start reauthorization legislation of 1990, is a research and demonstration project which tests the hypothesis that continuous and comprehensive services, developmentally appropriate curriculum, and parental involvement will "sustain the gains" of Head Start children after they enter school. (See "Examples of Successful Transition Activities and Planned Programs," example 14, Santa Clara Transition Project.)

   Contact Santa Clara County Office of Education, 100 Skyport Dr., San Jose, CA 95110 to order a copy of *Head Start Transition Project: Bridges to the Future*, a paper presented at a symposium in October, 1992.

3. *Transitions to Kindergarten in American Schools*, a 1992 report published by the U.S. Department of Education, found wide disparities regarding continuity among various early childhood programs. This study surveyed 830 school districts and 1,169 elementary schools midway through the 1989-90 school year. The researchers visited eight schools to analyze their transition activities. The report describes the transition activities provided, identifies the major influences on school transition activities, describes the characteristics of the preschool and kindergarten programs in the schools, and presents

estimates of difficulties children have adjusting to kindergarten. Researchers found:

- Transition activities are not widespread in American schools. Although 21 percent of the districts reported a wide range of activities, individual schools rarely provided more than a few.
- Over 50 percent of respondents said there was no communication between preschool and elementary school staffs.
- Only 13 percent of districts reported having written transition policies.

To order a copy of the study, write to the U.S. Department of Education, Office of Policy and Planning, Planning Evaluation Service, 400 Maryland Ave. SW, Rm. 3127, Washington, DC 20202-4244, or call (202) 401-0590.

4. The results of the second U.S. Department of Education National Policy Forum held in 1991 were published in *Sticking Together: Strengthening Linkages and the Transition Between Early Childhood Education and Early Elementary School* (1992). The policy focus of this forum was how to build on positive home and preschool experiences and how to prevent any discontinuities in the transition to school from being unnecessarily disorienting for children. A number of forum speakers gave examples of activities to provide continuity for young children moving from preschool, day care, or home learning to kindergarten.

   The document may be ordered for $3.25 from the U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20401-9328. Specify publication no. 065-000-00612-0.

5. In *Preventing Early School Failure* (Boston: Allyn and Bacon, 1993), Robert Slavin, Nancy Karweit, and Barbara Wasik review some early-intervention programs which attempt to provide continuity among programs for young children. Two chapters focus on preschool and kindergarten programs. Although early-intervention programs with continued follow-up do appear to have long-term benefits for at-risk children, those without continued follow-up are not generally sufficient to help children maintain their success in school.

6. Lorrie Shepard, education professor at the University of Colorado, has done extensive research on the assessment of young children. In "The Challenges of Assessing Young Children Appropriately" (November, 1994, *Phi Delta Kappan*), she warns that the testing of four-, five-, and six-year-olds has frequently been excessive and inappropriate. The article summarizes the history of testing of young children and points to the need for assessments that are valid, useful, and appropriate to the development and experiences of young children.

Resources

Appropriate Education in the Primary Grades. Washington, D.C.: National Association for the Education of Young Children (NAEYC), 1989. Single copies of this pamphlet are 50¢ each; 100 copies are $10. To order, contact NAEYC, 1509 Sixteenth St. NW, Washington, DC 20036-1426, or phone (800) 424-2460. Specify no. 578. This pamphlet explains how school-age children learn and provides examples of developmentally appropriate and inappropriate practices.

Burts, D. C., and others. "A Comparison of Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate vs. Developmentally Inappropriate Instructional Practices," *Early Childhood Research Quarterly*, Vol. 5 (1990), pp. 407–423. This is one of a series of studies undertaken to assess the effects of instructional practices on kindergartners.

Caldwell, B. "Continuity in the Early Years: Transitions Between Grades and Systems," in *The Care and Education of America's Young Children: Obstacles and Opportunities*. Edited by S. L. Kagan. Chicago: National Society for the Study of Education, 1991. This article focuses on potential obstacles to positive transactions and strategies for dealing with them.

Caring Communities: Supporting Young Children and Families. Washington, D.C.: National Association of State Boards of Education (National Task Force on School Readiness), 1991. This report on the state of education makes recommendations for improvement, especially in assessment, teaching practices, and comprehensive services.

Cowles, Milly. "Transitions: A Historical Perspective," *Of Primary Interest*, Vol. 2 (Summer, 1995). In this newsletter, a collaboration of the Colorado, Iowa, and Nebraska Departments of Education, the author elaborates on the distinction between *articulation* (used to describe the events that occur as children move from one grade to another, such as kindergarten to first grade) and *continuity* (used to explain the learning experiences of each child at each level and the movement upward through educational levels in a smooth, sequential way). The term *transitions* refers to the combination of articulation and continuity. To order, call (303) 866-6674.

Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children. Alexandria, Va.: National Association of Elementary School Principals (NAESP), 1990. Principals are urged to make sure that the early progress of Head Start is not lost. The association recommends that principals follow the good preschool-to-school transition elements articulated in its standards.

Easing the Transition from Preschool to Kindergarten. Washington, D.C.: U.S. Department of Health and Human Services (Administration for Children, Youth and Families), 1986. This pamphlet provides good general information supporting the need for positive transitions.

Edson, Andrea. "Crossing the Great Divide: The Nursery School Child Goes to Kindergarten," *Young Children*, July, 1994. This article explains the kindergarten experience and curriculum for parents of new kindergarteners. *Young Children* is a publication of the National Association for the Education of Young Children.

Epps, Willie J. "The Transition of Children and Parents from Preschool to Public School Settings," in *Links to Success: New Thinking on the Connections Between Preschool, School, and Community*. Edited by J. McRobbie, J. Zimmerman, and P. L. Mangione. San Francisco: Far West Laboratory for Educational Research and Development, 1992. The authors summarize the necessity for good transitions between preschool and elementary school.

Every Child a Reader. Sacramento: California Department of Education, 1995. This report of the California Reading Task Force presents ten recommendations to improve reading and restore stability and balance to the state's

reading reform efforts. To order, phone (800) 995-4099.

Fleck, Karen M. "Supporting the Transition to Elementary School," *Principal* (May, 1995). This article provides information on collaboration between Head Start programs and elementary schools.

The Future of Children: School-Linked Services. Edited by Richard Behrman. Los Altos, Calif.: Center for the Future of Children (The David and Lucile Packard Foundation), 1992. This publication focuses on comprehensive services that schools may provide.

Glicksman, K., and T. Hills. *Easing the Child's Transition Between Home, Child Care Center, and School: A Guide for Early Childhood Educators*. Trenton: New Jersey Department of Education, 1981. The Nebraska and New Jersey Departments of Education assisted Head Start with the preparation of this brochure about transition. In 1987, it was released as a pamphlet by the U.S. Department of Health and Human Services.

Good Teaching Practices for Older Preschoolers and Kindergartners. Washington, D.C.: National Association for the Education of Young Children (NAEYC), 1990. Single copies of this pamphlet are 50¢ each; 100 copies are $10. Order no. 522. To order, call (800) 424-2460, or write to NAEYC, 1509 Sixteenth St. NW, Washington, DC 20036-1426. This pamphlet focuses on how preschoolers and kindergarteners learn, with examples of developmentally appropriate and inappropriate practices.

"Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8," *Young Children*, Vol. 46 (March, 1991), pp. 21–38. This article provides information for policy makers about transition, appropriate curricula and assessment, and other early childhood issues. To order, contact NAEYC, 1509 Sixteenth St. NW, Washington, DC 20036-1426, or phone (800) 424-2460.

Here They Come: Ready or Not! (Report of the School Readiness Task Force). Sacramento: California Department of Education, 1988. This is California's reform document for preschool, kindergarten, and first grade. To order, phone (800) 995-4099.

Hubbell, and others. *Final Report: The Transition of Head Start Children into Public School*, Vol. 1. Alexandria, Va.: CSR, Inc., 1987. This report covers effective strategies used to ease children's transitions from Head Start to elementary school.

It's Elementary! Sacramento: California Department of Education, 1992. This is California's reform document for the elementary grades. To order, phone (800) 995-4099.

Jang, Younghee, and Peter L. Mangione. *Transition Program Practices: Improving Linkages Between Early Childhood Education and Early Elementary School*. Los Alamitos, Calif.: Southwest Regional Laboratory, 1994. This document, prepared by Southwest Regional Laboratory and the Far West Laboratory for Educational Research and Development, describes some of the practices, approaches, and activities of early childhood programs, school programs, families, service providers, and the community to facilitate transitions for young children and their families. Copies may be obtained from METRO Center Director, Southwest Regional Laboratory, 4665 Lampson Ave., Los Alamitos, CA 90720.

Johnston, Lynn, and Joy Mermin. "Easing Children's Entry to School: Home Visits Help," *Young Children*, July, 1994. This article examines the benefits of home visits from the perspective of the teacher and the parent.

Kagan, Sharon L. "Moving from Here to There: Rethinking Continuity and Transitions in Early Care and Education." *Yearbook in Early Childhood Education*, Volume 2, *Issues in Early Childhood Curriculum*. Edited by B. Spodek and O. Saracho. New York: Teacher's College Press, 1991. This chapter is on enhancing continuity in the child's transitions from day care to preschool to kindergarten.

Kleckner, K. A, and R. E. Engel. "A Child Begins School: Relieving Anxiety with Books," *Young Children*. Vol. 43 (No. 5), 1988. The authors suggest books that may be read to young children to ease their anxieties about starting school.

Kunesh, Linda, and Joanne Farley. "Collaboration: the Prerequisite for School Readiness and Success," *ERIC Digest*. Urbana, Ill.: Clearinghouse on Elementary and Early Childhood Education, 1993. To order, contact the clearinghouse at 805 W. Pennsylvania Ave., Urbana, IL 61801-4897, or phone (800) 583-4135. Specify no. EDO-PS-93-8. The authors summarize guidelines for effective interagency collaboration.

Logue, Mary Ellin, and John M. Love. "Making the Transition to Kindergarten." *Principal*, Vol. 71 (May, 1992), pp. 10–12. The authors discuss the role of administrative support and leadership in smoothing a child's entry to school.

Lombardi, J. "Beyond Transition: Ensuring Continuity in Early Childhood Education," *ERIC Digest*. Urbana, Ill.: Clearinghouse on Elementary and Early Childhood Education, 1992. To order, contact the clearinghouse at 805 W. Pennsylvania Ave., Urbana, IL 61801-4897, or phone (800) 583-4135. Specify no. EDO-PS-93-3. This one-page document gives an overview of the importance of transitions.

Love, J. M., and others. *Transitions to Kindergarten in American Schools*. Washington, D.C.: U.S. Department of Education, 1992. This is the final report of the National Transitions Study, funded by the U.S. Department of Education.

Maxwell, K. L., and S. K. Eller. "Children's Transition to Kindergarten," *Young Children*, Sept., 1994, pp. 56–63. This article contains numerous research citations regarding transition's effects on children.

"National TEEM Outreach: Transition into the Elementary Education Mainstream," in *1994-95 Outreach Catalog: Programs That Make a Difference for Young Children with Disabilities and Their Families*. Chapel Hill, N.C.: National Early Childhood Technical Assistance Systems, 1995, pp. 77–78. This article summarizes the TEEM approach for working with children ages three to five who have special needs. The TEEM model promotes systemic change to achieve successful transitions. For further information, see *TEEM: A Manual to Support the Transition of Young Children with Special Needs and Their Families from Preschool into Kindergarten and Other Regular Education Environments* (Burlington, Vt.: University-Affiliated Program, 1991). This 36-page document, plus appendixes, may be purchased for $6 by contacting Jane Ross-Allen, University-Affiliated Program of Vermont, 499C Waterman Building, Burlington, VT 05405-1060, phone (802) 656-4031.

Paulu, Nancy. *Helping Your Child Get Ready for School*. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, 1992. To order call (202) 783-3238. Order no. 065-000-00522-1. This colorful booklet for parents explains how children learn and includes many activities for parents and children.

Ramey, S. L., and C. T. Ramey. "The Transition to School: Why the First Years Matter for a Lifetime," *Phi Delta Kappan*, Nov., 1994. This article points out early signs of successful transitions to school and summarizes fundamental principles that characterize positive learning environments.

Ready or Not . . . What Parents Should Know About School Readiness. Washington, D.C.: National Association for the Education of Young Children (NAEYC), 1992. Single copies of this pamphlet are 50¢ each; 100 copies are $10. To order, contact NAEYC, 1509 Sixteenth St. NW, Washington, DC 20036-1426, or phone (800) 424-2460. Order no. 554. This pamphlet suggests ways parents can help their preschoolers prepare for kindergarten.

Right from the Start: The Report of the NASBE Task Force on Early Childhood Education. Alexandria, Va.: National Association of State Boards of

Education, 1988. This update on the status of early childhood learning calls for ungraded elementary school units to serve children ages four through eight and for new partnerships to improve learning.

Schweinhart, Lawrence J. "Lasting Benefits of Preschool Programs," *ERIC Digest*. Urbana, Ill.: Clearinghouse on Elementary and Early Childhood Education, 1994. To order, contact the clearinghouse at 805 W. Pennsylvania Ave., Urbana, IL 61801-4897, or phone (800) 583-4135. Specify no. EDO-PS-93-8. Schweinhart reports lasting benefits of quality preschool programs for children living in poverty. His follow-up study reveals improved educational performance and community behavior in those individuals who had been enrolled in such programs, making them well worth the investment.

Slavin, R. E.; N. L. Karweit; and B. A. Wasik. *Preventing Early School Failure*. Boston: Allyn and Bacon, 1993. This book reviews several early-intervention programs that attempt to provide continuity for young children. Programs without continued follow-up do not generally help children maintain their success in school.

Stief, Elizabeth. *Transitions to School*. Washington, D.C.: National Governors Association, 1994. This report, which describes state and local efforts to ease transition from preschool, recommends that transition programs follow practices that are developmentally appropriate, promote parental involvement, provide family support services, and improve communication between preschool and elementary schools. Copies of the report, priced at $15 each, may be ordered from the National Governors Association, 444 N. Capitol St., Washington, DC 20001-1512.

Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three. Sacramento: California Department of Education, 1996. This reading program advisory was developed by the California Department of Education, the California State Board of Education, and the California Commission on Teacher Credentialing. It provides guidance to educators in the development and implementation of an effective reading program.

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services. Washington, D.C.: U.S. Departments of Education and Health and Human Services, 1993. Through vignettes and case studies, this book leads the reader through a five-stage collaborative process to encourage holistic, flexible early intervention in dealing with at-risk children and their families. This publication is available from the U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20401-9328.

Young, Katherine Taafe. *Starting Points: Meeting the Needs of Our Youngest Children*. New York: Carnegie Corporation, 1994. This report calls for a systematic approach by families, schools, religious institutions, and community groups to meet the needs of young children.

Zimmerman, Joy. "Preschool to Kindergarten: Transition Without Trauma," *Far West Focus on Changing School Practice*. San Francisco: Far West Laboratory for Educational Research and Development, 1992. This article focuses on a partnership between Far West Laboratory and an elementary school to improve transitions for students.

BEST COPY AVAILABLE

APPENDIX I

Books for Preschoolers About Starting School

One way to help prepare preschooler for kindergarten is through children's books and stories that deal with this subject. Parents and teachers may use the following list in selecting books for this purpose. As is true for books on any subject, teachers and parents should review a selection before sharing it with children.*

Ahlberg, Allen. *Starting School*. Viking Kestrel, 1988.

Alexander, Martha G. *Move Over, Twerp*. Dial, 1981.

———. *Sabrina*. Dial, 1971.

Allard, Harry. *Miss Nelson Is Missing!* Houghton Mifflin, 1977.

Anderson, Eloise A. *Carlos Goes to School*. F. Warne, 1973.

Baer, Edith. *This Is the Way We Go to School* (poetry). Scholastic, 1990.

Barkin, Carol, and Elizabeth James. *I'd Rather Stay Home*. Children's Press, 1975.

———. *Sometimes I Hate School*. Children's Press, 1975.

Behrens, June. *What I Hear?* Children's Press, 1976.

Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears Go to School*. Random House (Penguin), 1978.

Boyd, Selma, and Pauline Boyd. *I Met a Polar Bear*. Lothrop, Lee & Shepard, 1983.

Bram, Elizabeth. *I Don't Want to Go to School*. Greenwillow, 1977.

Breinburg, Petronella. *Shawn Goes to School*. Harper, 1974.

Brown, Marc Tolon. *Arthur's Teacher Trouble*. Atlantic Monthly Press, 1986.

Buchheimer, Naomi. *I Know a Teacher*. Putnam, 1967.

Buckley, Helen Elizabeth. *Take Care of Things*. Lothrop, Lee & Shepard, 1991.

Burningham, John. *The School*. Crowell, 1974.

Caines, Jeannette Franklin. *I Need a Lunch Box*. Harper & Row, 1988.

Calmenson, Stephanie. *The After-School Book*. Grosset & Dunlap, 1984.

———. *The Kindergarten Book*. Grosset & Dunlap, 1983.

Caudill, Rebecca. *A Pocketful of Cricket*. Holt, Rinehart & Winston, 1964.

Cazet, Denys. *Born in the Gravy*. Orchard, 1993.

Charles, Donald. *Calico Cat at School*. Children's Press, 1981.

Cleary, Beverly. *Ramona Quimby, Age Eight*. ABC-Clio, 1981.

Cohen, Miriam. *First Grade Takes a Test*. Greenwillow, 1980.

———. *It's George*. Greenwillow, 1988.

———. *No Good in Art*. Greenwillow, 1980.

———. *The New Teacher*. Macmillan, 1972.

———. *See You Tomorrow, Charles*. Greenwillow, 1983.

———. *Will I Have a Friend?* Macmillan, 1967.

Cole, William. *What's Good for a Five-Year-Old?* Holt, Rinehart & Winston, 1969.

———. *What's Good for a Six-Year-Old?* Holt, Rinehart & Winston, 1965.

Cooney, Nancy Evans. *Chatter-box Jamie*. Putnam, 1993.

Day, Alexandra. *Carl Goes to Daycare*. Farrar, Straus Giroux, 1993.

Delton, Judy. *The New Girl at School*. Dutton, 1979.

DePaola, Tomie. *The Art Lesson*. Putnam, 1989.

Frandsen, Karen G. *I Started School Today*. Children's Press, 1984.

Giff, Patricia Reilly. *Today Was a Terrible Day*. Penguin, 1980.

Good Books, Good Times! (poetry). Selected by Lee Bennett Hopkins. Harper & Row, 1990.

*This list includes titles recommended by Judith Berk, San Luis County Office of Education, and Judy Brummel, Head Start and Migrant Education Services, San Luis Obispo. Claudia Schwalm, of Claudia's Caravan, a multicultural bookstore, also suggested some titles.

Gordon, Shirley. *Crystal Is the New Girl*. Harper & Row, 1976.
Gross, Alan. *The I-Don't-Want-to-Go-to-School Book*. Children's Press, 1982.
Hamilton-Meritt, Jane. *My First Days of School*. Simon & Schuster, 1982.
Harris, Dorothy Joan. *The School Mouse*. F. Warne, 1977.
Henkes, Kevin. *Jessica*. Greenwillow, 1989.
———. *Owen*. Greenwillow, 1993.
———. *Sheila Rae, the Brave*. Greenwillow, 1987.
Hennessy, B. G. (Barbara G.). *School Days*. Viking, 1990.
Hill, Eric. *Spot Goes to School*. Putnam, 1984.
Hillman, Priscilla. *The Merry-Mouse Schoolhouse*. Doubleday, 1982.
Hoban, Tana. *Look! Look! Look!* Greenwillow, 1988.
Hoffman, Phyllis. *Steffie and Me*. Harper & Row, 1970.
Hutchins, Pat. *The Tale of Thomas Mead*. Greenwillow, 1980.
I Thought I'd Take My Rat to School: Poems for September to June. Selected by Dorothy M. Kennedy. Little, Brown, 1993.
Johnson, Delores. *What Will Mommy Do When I'm at School?* Macmillan, 1990.
Jonas, Ann. *The Trek*. Greenwillow, 1985.
Kafka, Sherry. *Big Enough*. Putnam, 1970.
Kandoian, Ellen. *Maybe She Forgot*. Cobblehill Books (Dutton), 1990.
Keller, Holly. *Island Baby*. Greenwillow, 1992.
Kline, Suzy. *Song Lee and the Hamster Hunt*. Viking, 1994.
Kuklin, Susan. *Going to My Nursery School*. Bradbury Press, 1990.
Kunhardt, Edith. *Red Day, Green Day*. Greenwillow, 1992.
McCully, Emily Arnold. *School*. Harper & Row, 1987.
McMillan, Bruce. *Mouse Views: What the Class Pet Saw*. Holiday House, 1993.
Magorian, Michelle. *Who's Going to Take Care of Me?* Harper & Row, 1990.
Myers, Bernice. *It Happens to Everyone*. Lothrop, Lee & Shepard Books, 1990.
Ormsby, Virginia H. *Twenty-One Children Plus Ten*. Lippincott, 1971.
Park, Barbara. *Junie B. Jones and the Stupid Smelly Bus*. Random House, 1992.
Poulet, Virginia. *Blue Bug Goes to School*. Children's Press, 1985.
Radlauer, Ruth. *Molly at the Library*. Simon & Schuster, 1988.
Russo, Marisabina. *The Line Up Book*. Greenwillow, 1986.
Schwartz, Amy. *Annabelle Swift, Kindergartner*. Orchard, 1988.
Smath, Jerry. *Elephant Goes to School*. Parents Magazine Press, 1984.
Smith, Janice Lee. *The Show-and-Tell War and Other Stories About Adam Joshua*. Harper & Row, 1988.
Steel, Danielle. *Martha's New School*. Delacorte, 1989.
Surat, Michele Maria. *Angel Child, Dragon Child*. Raintree Publications, 1983.
Van Leeuwen, Jean. *Oliver Pig at School*. Dial, 1990.
Waber, Bernard. *Ira Says Goodbye*. Houghton Mifflin, 1988.
Wolf, Bernard. *Adam Smith Goes to School*. Lippincott, 1978.

Preparing Children for Kindergarten: Suggestions for Parents

There is no one way to ensure that children are ready to begin kindergarten.* But there are several things that parents can do to help prepare their children for that momentous transition. Some suggestions follow:**

Health and physical well-being. A child's physical condition is an important factor in the success of her transition to elementary school.

- Make sure inoculation records are up-to-date, and provide these records when registering your child for kindergarten.
- Early, regular doctor visits are important. Parents without health insurance should ask a school official or a representative of a local child care agency how they may access health services.
- Begin to help your child follow a schedule. At least several weeks before school starts, set a routine for waking, eating a nutritious breakfast, washing and dressing, going to bed, and sleeping. This transition process will ease your child into the other changes a school routine requires.
- Make time for your child to exercise and engage in physical activity to improve his motor skills. Running, jumping, and climbing all help children gain control of large muscles.

Social and emotional well-being. Children who feel good about themselves and their ability to learn have confidence in new situations.

- Have fun with your child. Create family rituals—the preparation of a traditional family food, a bedtime story, a brief conversation at the end of the day—to share special moments. These are memories your child will hold dear for many years.
- Encourage your child to attempt new things, and praise her for specific actions and behaviors.
- Provide time for your child to play with other children, especially children of his own age. Teach him to discuss problems that may occur so that he learns social skills.
- Discuss feelings. Help your child use words to express her feelings (e.g., "What do you do when you feel angry? sad? happy? worried? scared?"). Contact the teacher immediately if fearfulness continues once school begins.
- Practice responsibility at home. Five-year-olds are happy and willing helpers. However, make sure that your child has free playtime at home to balance the more structured school environment.

*In California, kindergarten attendance is not required by law, but parents have the right to enroll their children when they are age-eligible in public school kindergarten if they wish. For a child to enter in September (or in July for year-round school), the child's fifth birthday must fall on or before December 2 of the same year. Public schools may, but are not required to, accept a child at any time after the child has actually turned five. (*Education Code*, Section 48000(a), (b)).

**Some of the ideas for this list were drawn from *Ready or Not . . . What Parents Should Know About School Readiness*, a pamphlet published by the National Association for the Education of Young People (see "Resources" for ordering information), and from an unpublished paper distributed by the San Luis Obispo Economic Opportunity Council.

- Call your child's school to see when the class list will be posted, and check the list as soon as it is available. Invite one of your child's classmates to your home for a short visit, both before and after school begins. This shared experience will give the children something to talk about at school and will help them build friendships.

Approaches to learning. How a child approaches the task of learning is also important. Is she curious, persistent, attentive? Is she a good listener? Does she take pride in a job well done?

- Stimulate your child's curiosity by asking questions about what she sees and does. Explain how you find the answers to your own questions.
- Talk about places you visit—the grocery store, the post office, the park—so that your child notices common, everyday things about these places and learns how they affect his life.
- Allow short periods of time for your child to play or work independently (while still being under your supervision). Appropriate activities include block construction, drawing, and dramatic play.
- Practice giving one—and later, two—directions, and praise your child when she follows them. When two directions are mastered consistently, try three directions (e.g., "Pick up your coat, hang it on the hook, and wash your hands").

Language and development. No skill is as important as language development for school success. Young children learn language best from meaningful experiences rather than from drill and practice. By talking to your child, and by having her talk to you, she will gain new words and new concepts.

- Encourage your child to talk about meaningful and day-to-day experiences.
- Name body parts, items you use to set the table, animals you see on billboards or in magazines, the actions you take as you help your child with a task.
- Recite nursery rhymes and sing songs together.
- Ask your child how two particular objects are the same or different. Have him show you an object that is under, over, beside, inside, outside, another object.
- Tell stories, true and imaginary. As the story unfolds, ask your child to imagine what might happen next.
- Sing the ABC song together and name letters that he notices in the environment (e.g., in his name, in stores, in newspapers, on television).
- Staple together a few sheets of blank paper, and have your child make a book. Let her tell you about the pictures she has drawn as you write down what she says.
- Read every day to your child, showing that reading is important and enjoyable. Draw attention to your own writing or reading ("We're going to the grocery store, so I'll write a shopping list."). If you don't read, sign up at a library or a local Even Start program for literacy tutoring. In the meantime, tell your child stories, listen to him retell stories he's heard, hold the book while he listens to audiotapes or record books (found at local libraries and book stores), read environmental print (business logos, cereal boxes, etc.).

- Use magnetic or plastic letters, letter stamps, or cookie-cutter letters to emphasize the alphabet.

General knowledge about the world around them. Family members can help children gain knowledge about their world.

- Promote your child's learning by encouraging her interests (e.g., help your child learn colors through the use of her favorite action toys).
- Stimulate new or continuing interests by allowing your child to take part in local cultural, religious, family, civic, and/or historical events.
- When your child asks "Why?" answer with "Why do *you* think?" This approach gives you information about what she is thinking and can help you determine an appropriate answer.
- Encourage your child to sort, classify, and recognize patterns through such activities as pairing socks, looking for all the blue cars on the street, naming animals with fur, noting differences in buttons, and so forth.

School expectations. Family members and school staff have expectations of what should or should not be emphasized and taught in kindergarten. Discuss with the classroom teacher or principal what your expectations are, and learn as much as you can about appropriate education.

- Help your child to solve potential problems, such as using the bathroom alone or losing a coat. Use puppets to role-play new situations, such as walking to school, meeting the teacher and new friends, saying good-bye at the end of the school day, and so forth.
- Visit the classroom or center. Discuss your thoughts about the program with the teacher.
- Make sure you talk with the teacher about what your child is learning when you do not understand the reason. Realize that, even though he may have covered some aspect of the curriculum in preschool, there may be a valid reason to cover it again (for reasons related to the children's socialization, increased self-confidence, broadened understanding, or familiarity).
- If you feel your child's classroom is not developmentally appropriate, first discuss your impressions with the teacher. If you have further questions or concerns, work with the teacher and principal for change. Information about developmentally appropriate teaching practices for preschool, kindergarten, and elementary school can be obtained from National Association for the Education of Young Children, brochures No. 522, 554, and 578—*Good Teaching Practices for Older Preschoolers and Kindergarteners; Ready or Not . . . What Parents Should Know About School Readiness;* and *Appropriate Education in the Primary Grades,* respectively (see "Resources" for further information).

Additional Ideas

- Make a special "kindergarten" folder at home to keep track of important notes from school.
- Let your child help choose an appropriate-sized schoolbag or backpack.

- Shop for practical, wash-and-wear clothing that your child can manage by herself. Remember that it is still hot in September (or July, in year-round programs), so think about buying warm-weather clothes in the spring before they're needed (allowing for growth).
- Visit the school building or playground before the first day of school.
- Make sure transportation plans and before- and after-school care plans are clear to your child.
- Get involved in the Parent Teacher Association and other school groups, such as the School Site Council; volunteer your services at school or at home; and check out ways you can help improve school conditions.
- If you can translate classroom materials into another language or read to a child in his home language, volunteer to work in the classroom or at home (tape-recording books, writing translations, making signs for the classroom activity centers, etc.).
- Above all, convey a positive attitude about school to your child, and don't forget to photograph this momentous occasion (or ask the school PTA to help).

Publications Available from the Department of Education

This listing of publications represents some of the more recent or most widely used publications from the California Department of Education that readers of *Continuity for Young Children* might find interesting or helpful.

The American Indian: Yesterday, Today, and Tomorrow

This document provides (1) an overview of American Indian history; (2) a discussion of stereotypes and misconceptions; (3) an extensive description of key American Indian values, attitudes, and behaviors; (4) a discussion of the problems that Indian students face and suggested techniques to alleviate these problems; and (5) suggested activities and resources related to teaching about American Indians. Appendixes include an extensive chronology of events in American Indian history and four maps.

1991, 88 pp., illus.
Item No. 0973—$8.75

California Learning Record

This video, which provides an introduction to and overview of the *California Learning Record*, provides a format K–12 teachers can use to document, evaluate, and report their students' learning across the curriculum.

1992, guide included, 33 min.
Item No. 9867—$51.00

Early Warning Signs That Your Child May Need Help

This brochure provides information on a few of the indicators that a child may have special needs.

English, 1986
Item No. 0281—No charge

Chinese, 1986
Item No. 0282—No charge

Vietnamese, 1986
Item No. 0283—No charge

Spanish, 1995
Item No. 0331—No charge

Every Child a Reader: The Report of the California Reading Task Force

This report contains the recommendations of the California Reading Task Force in response to the number of children in California who are not learning to read. These recommendations are for both immediate and long-term action so that "every student might leave the third grade no longer learning to read, but reading to learn." A "Sample Reading Curriculum Timeline" and a selected bibliography are included.

1995, 32 pp.
Item No. 1244—$5.25

Exemplary Program Standards for Child Development Programs Serving Preschool and School-Age Children

This publication contains the standards that should be used by all child development programs. Standards are described for environment, children's programs, site personnel, parent/site personnel partnership, and administration. Based on generally accepted theories about child development, the standards adhere to the recommendations found in the Department's 1988 publication *Here They Come: Ready or Not!* (Item No. 0737).

1991, 74 pp.
Item No. 1011—$8.00

Spanish, 1994, 82 pp.
Item No. 1126—$8.00

Here They Come: Ready or Not! Report of the School Readiness Task Force

Summary Report

This report presents 12 recommendations to meet the educational needs of children from ages four through six to prepare them for the twenty-first century. Prepared by the School Readiness Task Force, these recommendations cover appropriate curriculum and programs to meet children's needs, staff training, assessment methods, funding, school facilities, parent involvement, and public awareness.

1988, 24 pp.
Item No. 0737—$5.00

I Can Learn: A Handbook for Parents, Teachers, and Students

This handbook emphasizes timely intervention for students experiencing learning or performance problems and identifies strategies for responding effectively to those students' special educational needs.

1994, 134 pp.
Item No. 1140—$8.50

Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force

This report contains the recommendations from the California Mathematics Task Force for improving students' mathematics achievement. The report examines such recommendations as establishing rigorous, balanced content and performance standards; establishing a stable, coherent, and informative assessment system; and working with parents as partners.

1995, 32 pp.
Item No. 1245—$5.25

It's Elementary! Elementary Grades Task Force Report

This report focuses on the changing school population, expectations for the elementary school, and view of how children learn. Supporting instruction based on a rich, meaning-centered curriculum, *It's Elementary* points the way for elementary education reform.

1992, 184 pp., illus.
Item No. 1026—$9.00

It's Elementary!

Abridged Version

The *Abridged Version* is intended especially for lawmakers, public policymakers, concerned citizens, and parents. It contains the complete set of 32 recommendations developed by the Elementary Grades Task Force, together with a brief accompanying rationale for each recommendation.

1994, 58 pp.
Item No. 1147—Set of 10 copies—$6.00

Kids' Time: A School-Age Care Program Guide

Developed specifically for all school-age care programs, *Kids' Time* is designed to accompany and expand on the concepts addressed in *Exemplary Program Standards for Child Development Programs Serving Preschool and School-Age Children* (Item No. 1011). *Kids' Time* identifies exemplary school-age care programs in a variety of settings, guides caregivers in program development, and offers suggestions for enriching existing programs.

1994, 168 pp., illus.
Item No. 1155—$11.50

Kids' Time: Planning School-Age Care Activities

This lively video shows how to plan before- and after-school program activities that are enriching, motivating, and fun. It is primarily designed to illustrate concepts about planning program activities. It also demonstrates how to establish successful program activities through assessment, planning, implementation, and evaluation. Interviews with site directors, volunteers, parents, and children describe what makes a school-age care program successful. A video booklet is included with each copy of the video. It can be used with *Kids' Time: A School-Age Care Program Guide*.

1996, 27 min. (closed captioned)
English (video and booklet)
Item No. 1265—$17.00

Spanish (video and booklet)
Item No. 1267—$17.00

50 additional video booklets (English)
Item No. 9771—$18.50

50 additional video booklets (Spanish)
Item No. 9773—$18.50

Prices are subject to change. Please call 1-800-995-4099 for current prices and shipping charges.

BEST COPY AVAILABLE

Project EXCEPTIONAL: A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities

Volume 1

The nine chapters of *Volume 1* of this *guide* are written by professionals experienced in various aspects of the care of children with disabilities. Useful strategies and methods are presented for meeting such challenges as admissions and legal, insurance, and confidentiality issues; forming partnerships with families; identifying and referring at-risk children; and providing for inclusion and for the physical handling, positioning, and feeding of these children.

1996, 304 pp., illus.
Item No. 1256—$20.00

Volume 2

The goal of *Project EXCEPTIONAL* is to increase the quality and quantity of child care options for children with disabilities (birth through five years of age) throughout California. This volume provides practical tips and techniques for conducting the training and recruiting of child care providers and offers a multitude of hands-on training activities in caring for children with disabilities and working with their families in community child care settings.

1996, 304 pp., 3-hole punched
Item No. 1257—$30.75

Read to Me: Recommended Literature for Children Ages Two Through Seven

This carefully selected and annotated listing of more than 600 titles was compiled for the benefit of "young children who are just beginning the . . . joyous and rewarding road to achieving full literacy" (Preface). Parents, teachers, librarians, and early childhood caregivers will discover a valuable resource for developing children's appreciation for good literature.

1992, 144 pp., illus.
Item No. 1048—$9.00

Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Third Grade

Instructional components of the reading program and grade-level expectations as well as examples of classroom practices are presented. Other topics discussed are the importance of standards and professional and program development.

1996, 40 pp.
Item No. 1276—$5.75

Order Form

Date _____

To: California Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95812-0271
(916) 445-1260 • FAX (916) 323-0823

School/District _____

Name/Attention _____

Address _____

City _____ State _____ ZIP code _____

Please send me a free copy of the current *Educational Resources Catalog*.

Item number	*Title of publication*	*Number of copies*	*Price per copy*	*Total*
				$
		Total number of copies		

☐ Check made payable to **California Department of Education**

☐ Purchase Order ☐ VISA ☐ MasterCard

_____ / _____
Card Number (Please write clearly.) Expiration Date: Month Year

_____
Name on Card

_____
Authorized Signature

Subtotal	$
California residents add sales tax	$
Shipping and handling charges (See chart.)	$
TOTAL AMOUNT	$

Note: Mail orders must be accompanied by a check, a purchase order, or a VISA or MasterCard credit card number, including expiration date and your signature. Purchase orders without checks are accepted from educational institutions, businesses, and governmental agencies. Purchase orders and credit card orders may be placed by FAX (916) 323-0823. Telephone orders will be accepted toll-free (1-800-995-4099) for credit card purchases. Please do not send cash. Stated prices are subject to change. Please order carefully; include correct item number and quantity for each publication ordered. *All sales are final.*

SHIPPING AND HANDLING CHARGES

Number of copies	Add	Number of copies	Add	Number of copies	Add
1	$ 4.95	13–16	$11.95	29–32	$17.95
2–4	6.95	17–20	12.95	33–36	19.95
5–8	8.95	21–24	14.95	37–40	21.95
9–12	10.95	25–28	15.95	40+ more: call 1-800-995-4099	

95-15 (803-0122-95 300 1-97 10,500)